

CHAPTER VI

CONCLUSION AND SUGGESTION

In this chapter, after finishing the research, the researcher presented the conclusions of the research to answer the statement of problem and the suggestion for the English teacher, the ministry of education and culture, and the reader.

A. Conclusion

The importance of assessing order thinking is well recognized in recent educational assessment. Therefore, assessment, especially in English National Examination from 2013-2019 academic year, should contain sufficient items that are based on the concept of HOTS. However, in the present study, we found that multiple choice items in the English National Examination from 2013- 2019 in junior high school was insufficient. Therefore, it is important for the test developers to provide adequate portions of HOTS-based items in order to help students to have good thinking skill to meet the challenge of 21st century.

The researcher choose to analyze the examination in English National Examination (UNKP) from 2013 until 2019 which employs the new curriculum 2013 to find out the empirical evidence of the distribution of the higher order thinking skill in the english national examination. After doing the content analysis by using the checklist table

as an instrument for collecting the data, the researcher concludes that the distribution of the higher order thinking skill in the English National Examination is lower than the distribution of the lower order thinking skill. It is evident by the result of the data which shows that the distribution of higher order thinking skill in the English National Examination from 2013 – 2019 academic year obtains only 113 out of 350 questions or 32,28% while the distribution of the lower order thinking skill obtains 237 questions out of 350 questions or 67,72%.

In addition, related to the distribution of higher order thinking skill in the English National Examination from 2013 – 2019 by the investigator, it clearly shows that the distribution of the lower order thinking skill level obtain 67,14% while higher order thinking skill level obtain 32,86%. It can be concluded that higher order thinking skill level is lower than the lower order thinking skill level.

It can be concluded that for the higher order thinking skill level, the skill that is emphasized by the author of the English Examination are analyze, evaluate, and create skill. And the result of the analysis the higher order thinking skill level is lower than the lower order thinking skill level. It is proven by the highest distribution that is gotten by the create skill while the others two skills only get small number or distribution though it is also considered as the small distribution if it is compared to other six cognitive domains of the revised edition from Bloom's taxonomy.

Moreover, it also shows unbalance number because the total of HOTS questions every year has increased and decreased. In 2013 to 2014 the HOTS questions has increased from 14 items to 16 items, but in 2015 the HOTS questions has decreased to be 13 items. After that, in 2016-2017 has increased significantly, but in 2018 has decreased to be 15 items. In 2019 has increased significantly up to 22 items. Finally, it concludes that the higher order thinking skill is not properly treated and practiced by the examination in the english national examination.

B. Suggestion

The researcher give some suggestions that might useful for the teachers, the ministry of education and culture, and everyone who read this study:

- For the English teacher should encourage the students to train their critical thinking or higher order thinking skill in the school and outside the school so that their higher order thinking skill could be better.
- For the ministry of education and culture need to generate a more complete which involve cognitive process that go beyond the lower order thinking skill by enriching some exercises which could train the students to have the higher order thinking skill.
- For the readers of this study are hoped to get some references about the importance of the higher order thinking skill in the educational or social life.